

Juniors Finalize Ring Dance Agenda

by Carolyn Alexander

Believe it or not Class of '77, there are only 10 more days until we get our rings and 12 more days until Ring Dance! Hopefully, all juniors by now have picked up a schedule of events and are aware of all the important dates and times coming up. Following that schedule, I will proceed to elaborate on various "minor details."

Monday, January 26— (today) Invitations to the Ring Ceremony and the Ring Dance should come through inter-campus mail to residential juniors either today or tomorrow. Juniors who are day students may pick up their invitations in the Day Student

Lounge.

Monday, February 2 — Ring Dinner-Dance tickets will go on sale in the Office of the Student Activities starting at 9:00 a.m. til 8:00 p.m. The price for a couple ticket is \$22.00. This includes the buffet dinner, set-ups and music by "Bill Deal and the Rhondels." The maximum the Sheraton's "Battlefield Room" can hold is 250 couples. Each table will seat five couples. Tickets will be numbered by tables so that you may pick the table of your choice. Tables will be signed for as the tickets are bought. One person may buy only one ticket (must present ID to buy a ticket!); however, he can reserve the table by signing

the other four names to a list. Each individual at the reserved table will be marked paid as he purchases his ticket. Tickets will be sold to member of the Class of 1977 only. All ticket sales will be final—no exceptions!! Cash or checks made out to Class Council will be accepted. Brandy sniffers may be picked up at this time also. Extras will be on sale for \$1.50.

Tuesday, February 3— Tickets will be on sale from 9 a.m. to 3 p.m. and from 6 p.m. to 8 p.m. Practice for the Ring Presentation Ceremony will be held at 3:45 p.m. at G.W. Any junior who ordered a ring and plans on getting it at the Ceremony must attend this practice!!! Vicky Nielson is in charge of this so go to her for questions. (ext. 422)

Wednesday, February 4— Tickets will be on sale from 9 a.m. to 8 p.m.

Thursday, February 5— Tickets will be on sale from 9 a.m. to 12 noon. This is the last chance to purchase a ticket!! None will be sold after 12 noon, as the Sheraton must be contacted to inform them of the definite number attending. The Ring Presentation Ceremony will begin at 7:00 p.m. Please be at G.W. at the time specified by Vicky Nielson at Tuesday's practice!! This event is open to anyone who wishes to see it. After receiving your ring, take any questions and/or problems to Donna Dowdy, ext. 412.

Friday, February 6 — Recover from hangover from previous night. Punt any tests that might unfortunately land on this day? In fact, you'd better plan on cutting all classes to get your rooms (ooops, I shouldn't have said that, should I J.C.'s????) and your bodies back in order so you can hang one on again tonight!! And you can do that at the Keg Party sponsored by Class Council in ACL Ballroom from 8-12 p.m. MWC students \$1.00; others \$2.00.

Saturday, February 7— Ring Dance!!! Stuff those bods in to those formals, grab your ticket, your brown bag, and oh yeah . . . your date and head out to the Sheraton for the night of nights! Park in Lot No. 5, go in the entrance there, down the steps, take a left, present your ticket at the table in the hallway, step through the doors into the "Battlefield Room," find your table and you are all set!! The buffet line will open at 7:00 p.m. and will serve until 8:30 p.m. Please arrive in time to eat so that everything can be cleared away by 9:00 when "The Rhondels" will start playing. From 9-1 a.m., enjoy the music and dancing and visit the bar for set-ups as needed.

Sunday, February 8— Recovery No. 2.

Monday, February 9— Return to Reality. Show off that Ring! Resume normal eating habits and gain back those pounds!



THE bullet

Mary Washington College
Fredericksburg, Virginia

Vol. 48, No. 12

January 26, 1976

Departments Honor Raiford Sumner, Marion Greene

Two long-time professors at Mary Washington College retired at the end of the last semester. Dr. Raiford Sumner, professor of economics and political science, and Dr. Marion Greene, professor of modern foreign languages, retired in December with 27 and 25 years, respectively, at the College.

Both have been bestowed the honorary title of professor emeritus by the College's Board of Visitors.

Dr. Sumner, a member of numerous professional organizations including the Academy of Political Science and the Virginia Social Science Association, has taught political science at the College since 1948. Dr. Greene, who teaches French and is a member of Phi Sigma Iota, Sigma Kappa and the Virginia Modern Foreign Language Association, has been a member of the College faculty since 1950.

Sammy R. Merrill, Acting Chairman of the Modern Foreign Languages

Department, honored Greene during the December 2, 1975, Faculty and Staff Meeting, saying, "After completing her Ph.D. at the University of North Carolina, Marion A. Greene taught until 1950 at the University of Maryland. She came to Mary Washington College that year and has taught here ever since. In her long tenure here she has taught courses in linguistics, French, Italian and Spanish. The fact that MWC now offers a wide range of Italian courses is due primarily to Marion Greene, who was the College's first teacher of Italian and its only one for years. She even had book out on Italian called, *Fun with Italian*. Her scholarly publications include several articles on French language and literature, and a book, *A Brief Study of Middle French Syntax*, co-authored with Rosalyn Gardner, which is a standard work in the field of Romance Philology. She was furthermore the Assistant Director of Sweet Briar's Junior Year Abroad

Program in 1964 and 1965. We all know her to be a warm, attractive person with the reputation for being an excellent teacher. She will be missed."

Speaking in behalf of Sumner, Chairman of the Political Science and Economics Department, John M. Albertain, reflected, "At the conclusion of this semester, Ray Sumner, Professor of Political Science and Economics, will retire. He served his College community long and well. He will be missed by his students and by his colleagues. Ray has provided balance in the Department of Political Science and Economics. During

a time when most Political Scientists and Economists were focusing their attention on international and national problems, Ray specialized in the problems of state and local government. The wisdom of that choice is being demonstrated by the developing consensus among liberals as well as conservatives that more power needs to be returned to the local level. We in Political Science and Economics thank Ray for having provided balance in our Department and we know that you will join with us in wishing him a long and happy retirement."

Inside

Get a Job?

Pages 5-8

MWC's Million Dollar Rip-off

When Fredericksburg resident J.L. Pratt, a multimillionaire and former director of General Motors, died last month, he left approximately \$60 million to nine Virginia colleges and John Hopkins University in Baltimore. According to the *Washington Post*, there was a stipulation in the will that most of the money be spent on equipment in the fields of biology, mathematics and physics, scholarships, and teachers' salaries. None of the money can be spent on erecting new buildings or improving the campuses' existing buildings and grounds. The University of Virginia, Virginia Tech, and Washington & Lee received \$11 million each. John Hopkins University and Randolph-Macon Women's College each received \$5.5 million. Hampton Institute, Hampden-Sydney College, Hollins College, Randolph-Macon College and Sweet Briar received \$2.2 million apiece. Although Mary Washington College is as outstanding academically as the previously mentioned schools, it received no endowment from Pratt.

It is strange that Pratt being of sound mind would omit MWC from his will. The college's science and math departments can always use new equipment. MWC's teachers' salaries are low in comparison to the salaries of teachers in other Virginia institutions of higher education.

Being a Fredericksburg resident, he must have known that Mary Washington College plays a big part in supporting local businesses and in offering cultural and recreational activities to the Fredericksburg community. Without the purchasing power of students and faculty members, Fredericksburg would be in great financial trouble. Without the artistic programs and lectures on campus, Fredericksburg would be duller than it already is.

On the surface, there aren't any reasons why Pratt wouldn't give money to the college. Perhaps he was personally dissatisfied with some aspect of MWC, when he made his will (approximately two years ago). Then, what thing did Pratt dislike about MWC and was it worth a few million dollars?

EDJ

THE bullet

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The opinions expressed herein are not necessarily those of the College or the student body, nor are opinions expressed in signed articles and columns necessarily those of the editor or all members of the editorial board.

Signed letters to the editor are invited from all readers. The *Bullet* will print all letters within the limits of space and subject to the laws of the libel.

Letters should be brought to The *Bullet* office, 303 ACL, no later than Thursday before the Monday of publication.

The *Bullet* reserves the right to edit all contributions for grammatical and technical errors.

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Backfire

Salvation?

Editor:

I send this knowing that most likely this letter will not get published. However, my intention is the same as Scottish Bishop Gordon Gray's words: "I cannot view the state of people outside the Church with excessive optimism, since only in the Catholic Church can be found both fullness of truth and the means necessary to salvation . . . It is not right to leave the pagans to their good faith, not to consider the other religions and the other churches as more or less equivalent to the Catholic Church."

I have discovered that if I argue with a person long enough, the argument always leads to this question, "Can I be saved in any church?" I tell them the same as I'm telling you: "No one can be saved except in the Catholic Church."

This dogma is evidently not an easy doctrine to hold and defend, especially to non-Catholics. In these modern times, very few people even want to talk about it, and, even more, there is strong evidence of the existence of an official, though never avowed, policy of suppressing it.

A dogma is an infallible truth, and these most solemn words of the popes is binding upon the conscience of everyone. The "no salvation" dogma has been defined as *ex cathedra*; in other words the pope cannot err in this statement. This doctrine has been definite and more emphatic than the one before it:

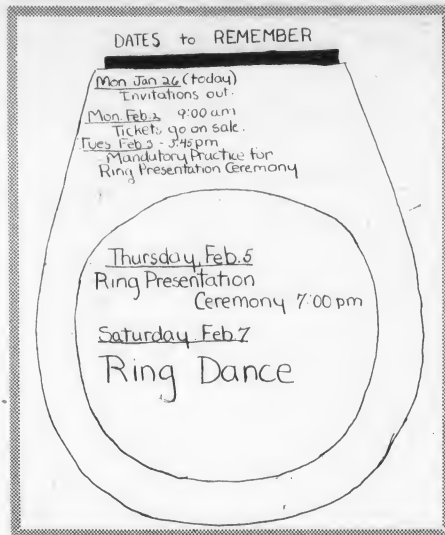
Ex Cathedra: "There is but one universal Church of the faithful, outside of which no one at all can be saved." (Pope Innocent III, Fourth Lateran Council, 1215).

Ex Cathedra: "We declare, say, define, and pronounce that it is absolutely necessary for the salvation of every human creature to be subject to the Roman Pontiff." (Pope Boniface VIII, the Bull *Unam Sanctam*, 1302).

Ex Cathedra: "The most Holy Roman Church firmly believes, professes, and preaches that none of those existing outside the Catholic Church, not only pagans, but also Jews and heretics and schismatics, can have a share in life eternal; for the devil and his angels, unless before death they are joined with Her; and that so important is the unity of this ecclesiastical body that only those remaining within this unity can profit by the sacraments of the Church unto salvation, and they alone can receive an eternal recompense for their fasts, their almsgiving, their other works of Christian piety and the duties of a Christian soldier. No one, let his almsgiving be as great as it may, no one, even if he pour out his blood for the Name of Christ, can be saved, unless he remain within the bosom and unity of the Catholic Church." (Pope Eugene IV, the Bull *Cantate Domino*, 1441).

I challenge the editors (if they have any backbone at all) to print this. If this letter does get published, I hope and pray that it will have an effect upon you.

To Jesus through Mary,
Mark Terry
Anaheim, California



'Anything Goes'

Editor:

In his review of "Anything Goes" (*Bullet*, vol. 48, no. 11) the temptations of the critic appear to have overwhelmed what taken resistance Mr. Scott may have originally displayed. Historical precedent notwithstanding, the role of critic has in theory been assigned to those whose taste and expertise have qualified them as previewers of the public taste as it might ideally exist. In this position an individual is tempted to use conferred power to impress the poor public, defenseless against his verbal rapier, with the overwhelming might of his literary sword or alternatively to assume the unearned role of expert, immune to attack by the biased protests of the theatre. Mr. Scott succumbs to both temptations.

If the critic wishes to "inform and improve the practice of dramatic art," he must first be sure his goal is to convey information—not to obscure it in an excess of verbal spectacle and semi-poetic legerdemain. A critic's literary credentials may or may not be in doubt, but their provenance is not a matter for the theater-going public, even if other courts have rendered unfavorable verdict. I would remind Mr. Scott that "frustrated writers who never succeed past the daily press" may not have their aggression grounded in theatrical fiasco. Indeed, vindication is not an act: it is an approach, and, perhaps, a resultant state of mind. One is impressed by the artful use of language in any medium for any purpose. The obscure use of overweighed words in approximation to ideas is not a comment upon an art or an attempt at art.

That a critic may inform "more acutely than the volume of naive applause" is not a generic function of the role of critic, but a hard-on ability of one who may find himself in that role. It is all too easy in the anonymity of critic's guise to compare a performance to the remarkable spectacular provided "by Ethel Merman in the 1934 Cole Porter extravaganza," yet I doubt Mr. Scott was in a position to observe that production—indeed, I was not myself. Would he have observed real drama replacing crafty theater in that production? One wonders what "artistic tradition" it is that Mr.

Scott detected in the impending nuptials at the play's end. Can the critic assume to define for the public and for all time the single tradition of theatre which can and shall exist? If one is to leave "singing to singers, acting to actors, and dancing to dancers, how can one hope to understand Cole Porter, much less offer a truly critical appraisal of attempts to display his work? Cole Porter is hardly Shakespeare—let the slander of such a comparison fall where it will.

It would be inappropriate for me to comment on Mr. Scott's personal assessment of the performance. In truth, his missiles' come too often nigh the mark. Nor should a poor reader assume to assess the pros and cons of a critical between Mr. Scott and Mr. Franklin. I must protest even so the use of the title, critic, as a shield for public assertions of assumed expertise and the snickering practice of verbal masturbation.

Roy Smith

Aubade

Editor:

The quality of the creative arts magazine *Aubade* depends on the literature and art submitted by the students. We are looking for photography, prints and drawings, poetry and short stories from the many talented people at Mary Washington to compile the 1975-76 issue, which will be printed and distributed in April. Everyone is encouraged to contribute to the success of this issue. The final deadline for entries is Sunday, February 22, 1976. Please contact Terry Mulloy, ext. 418, or Mr. Lutterbie in the English department, ext. 240.

Terry Mulloy
Editor, *Aubade*



Colson Proclaims Conversion to Christianity

by Barb DiGiacomo and Karen Jones

"It wouldn't be very easy for a man who lives by the Sermon on the Mount to survive very long in politics" were the words of former Watergate defendant Charles Colson in a lecture appearance before four hundred students and townspeople in ACL Ballroom on January 14.

The speech was one in a series of lectures to tell the world about his conversion to Christianity. At first, it had been a private matter, said Colson, until Dan Rather became curious about his frequent trips to Washington after he had resigned his post as White House special counsel. Pandemonium broke out in the White House press room when a White House press aide explained that he was attending a White House prayer breakfast. It took twenty minutes, Colson proclaimed, for the laughing reporters to settle down.

Colson's conversion became Washington's latest gossip. Seeing God's will in it, he made public his decision to accept Christ. Many found it a hard thing to take seriously from a man who just a short while before "would have killed his own grandmother," to get the former president re-elected, as he was known to boast. Friends warned him that he was making a complete fool out of himself. But when an Air Force staff sergeant wrote and told him that because of his faith he had been inspired to stop drinking, Colson said that he realized that in all his years in public life, this was

the first time he had really affected anyone's life.

It was Raytheon Corporation's executive and close friend, Thomas Phillips, who first led him to Christ. When Colson first learned that Phillips had accepted Christ as his Lord and Savior, he admitted, "I was a little embarrassed for my close friends. Yet his wonderful smile and radiance made me realize something had changed." Colson said he began to realize that success and pride had not brought him the happiness his equally successful friend had. "I was in such a hurry to climb mountains, Colson commented, 'I didn't know what to do next to impress others.' After talking with Phillips one night, Colson confessed, he got into his car and started crying so hard he couldn't put the keys into the ignition.

"I've never seen such an ugly dark time in Washington," Colson described the atmosphere in the Capitol during Watergate. And the ugliness of the time was as much Colson's as it was the nation's. As a self-proclaimed White House "hatchet man," he responded to a request by the President to stop press leaks by establishing the infamous plumbers group.

He offered to plead guilty to his involvement in the Ellsberg case, even though he wasn't currently facing charges on these grounds. Colson said he was innocent of the charges originally brought against him. "I felt I could not be true to my

commitment and not tell the truth at the same time," Colson maintained.

Did Colson's conversion cause him to regret his years at the White House? "I don't regret being in the White House," he maintained, "I regret some of the things I did and would certainly do them differently. The reason Nixon fell is because he lied: That's really a tragedy."

Colson was sentenced to the Petersburg Penitentiary in Montgomery, Alabama.

"Some have asked me whether I was given special treatment in prison," said Colson. "No, I wasn't. I was stripped bare like the others and we were all scrubbed with hard soap, because lice are a problem in prison. Colson disclosed, he lived in fear of his life, after being threatened the first week.

Colson complained prison was a place where a person experiences "inner corrosion." Often there was nothing better to do than stare at the ceiling, or like him, they watched the clock. He described prison as a tough world where the Bible was a sign of weakness. But the prisoners soon respected the mysterious way that Colson's prayers were answered. In prison, Colson said, his faith grew stronger.

When the other Watergate pardons were announced Colson's name was not on the list, which came as a particular hardship. It meant that Colson



—photo by Ned Moore

Charles Colson addressed a large audience in ACL on January 15.

would be unable to attend his father's funeral or aid his son, who was arrested for possession of marijuana. A fellow Christian, Congressman Albert Qui offered to serve the remainder of Colson's sentence, which Qui discovered was legal under an obscure law. As if by miracle a release order came to Colson two days later.

Colson is currently making appearances across the country on behalf of the Christian cause and is also actively lobbying for prison reform. Colson said penitentiaries are overloaded and the prison population is swiftly rising. He believes first offenders can be reformed through spiritual and

psychological counseling. He should not have to perform meaningless tasks, argues Colson, but should rather be placed in service jobs.

"Rising crime and prison population has proven man's rehabilitation is a failure," said Colson. "50 per cent of those in prison will be back again. God's rehabilitation is the answer." Colson is presently involved in several prison reform programs. One is designed to recruit and train inmates as leaders of Christian movements in the prisons.

Colson was invited to Mary Washington College by the Inter-Varsity Christian Fellowship.

MWC Sponsors Second Lecture Series

The free Bicentennial lecture series which proved to be so popular during the first semester will be continued during the upcoming months by Mary Washington College. The weekly programs concerning our colonial heritage began on January 20 with Dr. George Van Sant, Professor of Philosophy, speaking on the philosophical basis of the American Revolution.

The Tuesday night lectures, which are sponsored jointly by the MWC Bicentennial

Committee and the Department of History, will begin at 8:00 p.m., and most will be held in Room 100, Combs Science Hall.

The first semester's lecture series, which included thirteen talks by members of the MWC faculty, was one of the important facets of the College's commitment to the study of the Revolution which led the national Bicentennial Administration to designate Mary Washington College as an official Bicentennial College.

While the first semester

lectures dealt primarily with the broad historical aspects of the American Revolution, the present series of ten talks will focus more on selected topics and lifestyles of the colonies. Among the subjects to be discussed are the Fredericksburg Gun Factory, and the Hugh Mercer Apothecary Shop, as well as colonial music, medicines and homes.

The upcoming Bicentennial lectures at Mary Washington College are: January 27, "Songs of the Revolutionary Period," with Yvonne Sabine (this program will be presented in Klein Theater of duPont Hall); February 3, "Religious Freedom and the War for Independence," with Dr. Kurt

Leidecker; February 10, "The Gun Factory of Fredericksburg," with Dr. Clyde Carter; February 17, "Naval Warfare of the American Revolution," with Dr. Bruce Carruthers; and February 24, "The British View of the American Revolution," with Dr. Almont Lindsey. Also on the agenda are March 2, "Drugs in Colonial America as seen through Hugh Mercer's Apothecary Shop," with Dr. Mary Pinschmidt; February 23, "Medicine in Revolutionary Virginia," with Dr. Gordon Jones; March 30, "Statistical Data of the American Revolution," with Dr. Earl Johnson; and April 6, "The American Home during the Revolution," with Mr. Russell Bastedo (this program may be

held at Kenmore). The public is invited to these lectures.

Job Outlook Remains Bleak

The job outlook for Virginia's 1976 college graduates is not encouraging, according to Ron Montgomery, placement representative for the Virginia Employment Commission. "Many young people will have to accept jobs in less preferred areas or at lower salaries than would be the case in 'good' years," he said.

In an attempt to help as many young Virginians as possible, the VEC will again conduct its College Profiles program, according to Montgomery. "We can't promise to get these young people jobs," he said, "but we can get their names before prospective Virginia employers."

Under College Profiles, the VEC publishes and distributes to many Virginia employers a list of recent college graduates seeking work. To be issued in March, April and May, the list will carry the student's name, home address, college attended and major and minor courses of study. Employers who are interested in a particular student either contact him directly or arrange an interview through a local VEC office.

Seniors or recent graduates who want to be included on the list should see their college placement officer, in ACL 301, or visit their local Virginia Employment Commission office. Forms available at either of these places must be completed and signed by the individual. No charge is made to employer or job applicant for any VEC service.

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Trinkle Runs Fourth Seminar Tonight

The fourth Trinkle Seminar of the 1975-76 series will be held in Lounge A, Ann Carter Lee Hall today, Monday, January 26, 1976, at 7:30 p.m. The topical question of "The Right to Die" will provide the focus for discussion by a combined faculty-community panel representing four disciplines: the medical, legal, ethical and psychological.

Modern medical technology, while rightly praised as a triumph over the ageless natural enemies of accident and disease, is slowly creating some tragedies of its own. By saving the lives of multiple-handicapped premature infants it sometimes fosters a population of hopelessly crippled "human vegetables." At other times, by maintaining the vital signs of the extremely aged, the

comatose, or the terminally ill, it prolongs for years the existence of individuals who are unable to function in any recognizably human sense—often with great pain and expense, both to the families and to the individuals involved. Because of these problems, medical technology has created a "crisis of conscience" for modern man. Under what circumstances, if any, can we turn off the machines; and who will decide?

These multi-faceted questions will be approached by the panelists from the perspectives of their various disciplines. The panelists include Dr. Peter Smith, Pediatrician and Adult Allergist; Reverend Robert Boyd, Trinity Episcopal Church; Mr. Enos Richardson, Attorney; and Mr. Robin Gushurst, Department of Psychology, moderator.

Female Students Form Conscious Raising Group

by Bonnie Fariss

We are looking for eight to ten women to meet once a week in a specified place in order to share feelings on a variety of topics. In the process we will become aware of society's rules for us as women and where we are personally. We will speak subjectively as we explore these feelings in an atmosphere of support and confidentiality. While we speak, no one will interrupt, give advice, or criticize because we will be analyzing ourselves and our roles in society—not each other. CR is not therapy, but may lead to basic changes in attitudes and actions. If you would like to join a newly forming CR group, or if you just have some questions about CR, call Bonnie Fariss at X422 or Mary Pierce at X471.

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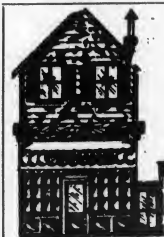
Playgirl Sponsors Scholarships

College students, from over 1,500 departments of communication, creative writing, English and journalism, have an opportunity to compete for over \$6,000 in scholarships and internships in Playgirl's 1976 Writing Program. Twenty college students will share in the scholarship awards, along with their departments.

The top entry in both fiction and non-fiction writing, will receive a \$500 scholarship, a \$1,000 six-week internship at Playgirl's headquarters in Los Angeles (with round trip travel from their home), plus having their writing published in Playgirl's September, 1976 College Issue. During their stay in Los Angeles, from June 21-July 30, 1976, both interns will work on assignments with all departments of the magazine, and special

emphasis in editorial.

Competition is open to full-time students, either majors in these departments, or currently taking a course from the department. Entrants must be either in their junior year or entering their senior year in the fall of 1976. Each department will determine the best manuscript, either fiction or non-fiction, and submit the entry to Playgirl (1801 Century Park East, Century City, Suite 2300, Los Angeles, California 90067) by March 8, 1976, for judging by a panel of recognized professional writers. Award winners will be notified by April 30, 1976. Interested students should contact their departments of communication, creative writing, English or journalism for complete details.



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Get A Job?

To survive the long run in an economy as complex and as changeable as ours, you are better off with an array of basic capabilities than you are with a narrow range of highly specialized skills.

To get a promising first job, you will probably need some specific skill to offer your employer; for a career, you will need a broad range of basic capabilities which allow you to do several different specific jobs well. We think you should pay attention to both these needs in planning your undergraduate program.

Most employers look at the whole image you present.

All career training is secondary.

You have to get the job yourself.



Photos by Don Wolthuis

Model Paula Boyd



Academic Counseling & Guidance Committee
1973-74
William Kemp, chairman



The Liberal in the Ma

A Career is More Than A Job

"In order that people may be happy in their work, these three things are needed: They must be fit for it. They must not do too much of it. And they must have a sense of success in it." — John Ruskin.

Almost everyone will be glad to tell you what to do with your life, from your parents, who probably already have, to that guy whispering "Plastics!" to Dustin Hoffman in *The Graduate*. The problem is what to do with all this advice—most of it delivered from blissful ignorance of what you want in your life and what the economy might be willing to pay you for; one of the reasons most advice is free is that there's so much of it around. Well, it's our turn; having waited for seventeen or eighteen years to get our shot as you, we're going to take it now.

But there is this difference: we have tried rather hard to make sure that our advice is sound if not brilliant; though we have no magic way of knowing what the future job market for college graduates will be except in a very general sense, we do know what it has been like in the past. And on that basis we can make some suggestions which might be helpful.

There is no guarantee, however. YOU must decide what occupation to prepare for; and four, five or six years from now YOU will have to find a job you want. The hard facts at the heart of any career choice are that you have to do the choosing and that the choosing is risky. But more about that later. Right now, we want to lay out explicitly some assumptions about careers, career training and the American economy on which we base our recommendations.

Over the last fifty years the American economy—and particularly the network of occupational slots which makes that economy operate—has changed very quickly, and it is likely to continue changing quickly during the foreseeable future. In almost any occupation you will have to be flexible if you are to have the kind of job security your parents took for granted. In 1970-71, approximately 100,000 highly-trained people in aeronautical engineering and related fields suddenly found themselves out of work; and a good many of them stayed out of work for at least a year. The reason is simple: they were trained to perform highly specialized tasks which the economy suddenly didn't need anymore. Most survived this crisis, of course; the ones who survived best were those able to find work outside their narrow specializations.

Even without the spectre of occupational disaster—having an entire program pulled out from under you by a change in public policy, or by an invention which makes the industry you work in obsolete, we believe that a broad array of fundamental capabilities forms a sounder base for an interesting career than does a narrow specialization. For the fact is that what guidance counselors call the "entry-level job" is usually not the job you end up in. Even if you stay within one occupational area, one company or one branch of the government, you are likely to advance within that area or company or branch to jobs which demand capabilities far wider than those associated with your entry-level job. Salesmen become managers, reporters become editors, teachers become principals and engineers become administrators. So even if you need specific skills to get the entry-level job you want, you will need broader capabilities to advance beyond the entry level.

So what does this magic "broad array of basic capabilities" actually consist of? They're all intangible, almost all mental. And—we think—the best place to work at getting them is in a liberal arts college rather than in a technical training program which points you toward a single clearly defined job slot. In fact, these basic abilities are the guts of a liberal arts education: the ability to comprehend complex ideas on your own—largely a matter of reading and listening well; the ability to manipulate the complex ideas you have comprehended, to think through their consequences on your own; and the ability to communicate the original ideas and your analyses of them to other people—a matter of speaking and writing clearly. What we are talking about, in short, is the ability to use your mind. Not just memory; computers can be programmed for that. Not just a beautiful writing style or an effective platform speaking manner; though those things can be real assets, few employers want people whose only contribution is a certain charm in presenting the hard mental work others have done. In most cases the desirable employee is the person who can do it all—the learning, the thinking, and the presenting. He is the person who can figure out what kind of ideas and information he needs; who can find the ideas and the information; who can evaluate the sources and the material itself; who can figure out exactly how the new ideas and information interact with the problems at hand; who can grasp new problems as they arise in the process of solving old ones; and who can sense the interrelations, advantages and disadvantages of possible solutions as they present themselves. These powers, perhaps coupled with a careful selection of technical skills, will give you the flexibility you need for real job security, and they will also give you the capabilities you need to build a career over a period of years.

The Case For Liberal

The instructional program designed to help you develop keep our classes small and accessible to you, both in Upper-level course work seminar groups, where ment is twelve. Discussion teaching method and you engage in continual dialogue and other students.

Just as important as the MWC on written work and up this emphasis we have strong library—250,000 it selected to be useful. These strong holdings breadth of information, resources for more special

If a liberal arts education develop your basic ability and to communicate, can liberal arts college the an entry-level job may yes. MWC offers program teacher certification, special work. But, we make our specific training program arts context surrounds specific career training, so the sole skills is reduced.

You'll find that often taught by your employer especially larger ones for their jobs. For example, department stores have buyers which last anywhere eighteen months. Large almost always hire liberal teach them about the things to sell or the claims just. Such employers bookable things such as the with people, to learn to work on your own.



Liberal Arts Degree Market Place

General Arts Training

program at MWC is develop these abilities. We shall so that professors are both in class and out of it. Work is frequently done in here the average enrollment becomes a viable and you will be expected to dialogue with professors

the heavy emphasis at work and research. To back we have an exceptionally items, very carefully effort to undergraduates. things provide not only but also the depth of specialized investigation. Education is the best way to abilities to learn, to think, can you also get at a the specific skills which may require? Sometimes, programs in specific areas: n, speech therapy and so make certain that even in programs a rich liberal and nurtures the speci- the risk of learning ob-

specific skills will be player. Some companies, train new employees example, many large development programs for anywhere from nine to are insurance companies liberal arts graduates and insurance they are going they are going to address the more intan- the ability to get along quickly and accurately,

After The A.B., What?

Another way of getting specialized training is to continue your schooling beyond the bachelor's degree. We don't necessarily mean graduate school in one of the traditional academic disciplines, although that may provide the necessary training for some occupations such as college teaching or full-time research work in one of the sciences. We are thinking, most obviously, of specialized training in professional schools such as law, medicine and dentistry. A liberal arts education is the accepted preparation for any of these three. Medical schools, for instance, do not even require a particular undergraduate major. Instead they demand a rather specific set of science courses which usually total about thirty-two semester hours. So it is quite possible to prepare for medical school by majoring in philosophy—as long as you take the necessary science courses and excel in them.

For law and dentistry, the programs are even more flexible.

In addition to these obvious possibilities, there are many other kinds of specialized postgraduate training which do not require a substantial commitment of time and money. For example, an alternative to an undergraduate business major is the MBA degree, the Master's in Business Administration. It is an advanced, highly specialized program which covers the technical managerial skills a corporate executive must be able to draw on: systems analysis, simple computer programming, basic economics, accounting and business law. After a traditional liberal arts undergraduate major, probably with some courses in economics, you can pursue an MBA either full-time or part-time—the latter often at company expense.

The health field, to take another example, embraces many specialties which demand postgraduate training different from the standard MD curriculum: clinical chemistry; hospital administration; medical social work and medical illustration. You can find training for such careers only in one or two year postgraduate programs.

Post graduate training is also available in more familiar areas—teaching, for instance, in the form of the MAT degree (Master of Arts in Teaching) or advanced degrees in such specialized areas as counseling, school administration, higher education and special education. In fact, since the need for teachers has declined significantly over the past five years (there isn't a teacher shortage anymore), such advanced degrees have become more and more attractive to anyone determined to go into teaching.

Or consider the one-year postgraduate degree in library science; more people should. The thousands of public and private libraries in the United States need staff with widely differing interests and backgrounds. Think not simply of opportunities in municipal and academic libraries, but also in government (where every major branch has its own collection of reference works and public documents) and large corporations, both in the United States and abroad.

Four Years Is Enough!

But even if you don't want to or can't afford to spend a year or two in postgraduate study, you can still get some kinds of specific training without committing yourself to a narrow occupational major. You can do it simply by planning your electives carefully. A slow browse through the college catalogue will turn up a number of courses that can lead you toward specific skills useful in an entry-level job; all you've got to do is design a package of such courses around whatever major program you want.

A test case. Suppose you want to be an art director for a printing or publishing house. Since your job will be to design book jackets, record album slipcases, advertising brochures, etc., you will need some rather specific skills before a prospective employer will even look at you. You could pick your major program either according to what you're interested in or according to the kind of publishing or printing house you want to work in. English, a foreign language, sociology, psychology and history are all good choices to support a career in general publishing; obviously, one of the sciences would be necessary if you want to go into scientific publishing. For electives, consider the following courses, all drawn from the current MWC catalogue: two-dimensional design, three-dimensional design, printmaking and photography (all art courses); introduction to creative writing and writing for the mass media (both English courses); and maybe cartography. In addition, you could work on the college newspaper and the yearbook; you might even get into set design or filmmaking in the drama department.

Taking all the courses listed will not get you a job as an art director; nothing will guarantee you a job. **You have to get the job yourself**, but a program such as the one just outlined can get you into the interview which will get you the job if you're good enough.

What we are saying, then, is that by carefully selecting the courses which fill out a traditional liberal arts major, you can acquire a rather large number of the specific skills which get some employers to take a look at you. So, we think you come as close as possible to having the best of both worlds: the specific skills to get in the door; and, the general skills to stay in and advance once you've gotten there.

And don't forget that employers are often as much interested in what you do with your time outside of class as they are in the courses you've taken and the grades you've made. This means not only the obvious extra-curricular things such as writing for the campus newspaper or working in the day-care center; it also means the vacation or on-campus work experience you've had. Suppose you're being interviewed for a position in public relations, sales or personnel. Your grades will suggest something about your ability to learn; summer work as a counselor or sales clerk will suggest that you can deal with people—so will some involvement in student activities. In short, **most employers look at the whole image you present.**

Now the perspective into which we want to put everything we've said: all career training is secondary. That is true because you are more than a working animal, and your life is more than a job. We have said that the pragmatic justification for a liberal arts program is that it enables you to get both specific and general training. But we would be less than honest if we pretended that the specific skills you can acquire in a liberal arts program are as concentrated as those you could acquire in a four-year program stripped of the breadth that defines a liberal education. The important advantage of the liberal arts is that they foster the mental abilities you need to understand yourself, the physical world you move through, the social and economic worlds you love and work in and the moral world through which you define yourself and the other worlds. Without those mental abilities, you will be a working animal; your life, being only a job, will be less than a life.

We can offer you a lot of help in making career decisions. The college's Counseling Center will give you tests—free—which will evaluate your ability to think and your interests, even suggest careers you might find interesting. The Assistant Dean for Academic Advising will discuss with you the courses you can take. The various academic departments have career advisers whom you can consult. The Placement Office will arrange interviews with employers, keep your credentials, and make available through its career library a broad range of information about different careers and even specific companies.

You can and should use all these facilities during your stay at the college. You can go first to the Counseling Center for tests, which might suggest some possibilities which had never occurred to you. You can then go to the Placement Officer's career library to explore the possibilities. With the help of the Academic Advising staff (or later, your major adviser), you can design a program for yourself—a program which either gives you a start on a career you have chosen, or keeps your options open until you are ready to choose. We can do all of that if you go to the right campus offices.

But no matter whose office you go to, no matter how many times you go to offices, we cannot make decisions for you. We cannot pour you into a rigid, four-year program which will turn you out stamped "employable" at the end. If that's what you want, you're at the wrong college. We are not in the business of manufacturing income-earning machines; our function is helping people develop the inner resources they need to understand and thereby control the lives they live. We offer you the information and the ideas you need to choose a career, and we probably offer the facilities to prepare yourself for it; but you have to do the choosing and the preparing. We also offer you information and ideas which will help you understand that choice and the person who is making it; but you have to do the living.

A Summary

This pamphlet is only a beginning place; all it does is give you some ideas you can use in thinking about careers you might pursue. So we add here some other things you can look at over the next couple of years as you do that thinking. Your basic resources are the people and the documents located in various campus offices:

1. In addition to personal counseling, the COUNSELING CENTER in Hamlet House provides aptitude and interest testing facilities, usually at no charge, which can help you focus clearly on your abilities and interests.

2. The office of the Assistant Dean for Academic Advising in George Washington Hall offers personal counseling on choosing courses, major programs, etc., and maintains a considerable body of information about a wide variety of graduate programs. If you're not sure where to go, go here.

3. Each individual academic department has a single career adviser whose job is to know something about careers especially attractive or accessible to that department's majors. These advisers are available to any student.

4. The PLACEMENT OFFICE in Ann Carter Lee Hall offers a wide range of services: interviews with employers; a file for your credentials; a substantial library of information about specific careers and even specific employers; and professional career planning in every stage of the job-seeking process.

5. The College has appointed special advisers for a few common career areas—law, medicine, teaching, foreign service and social service; the advisers are listed in the College catalogue.

And finally, Trinkle Library, which has a good many books about careers and career planning. You should use these resources as extensively and as often as you need to. Below we list a very few of the books you might find helpful; these are, we think, the best ones.

Richard Nelson Bolles. **What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career Changers**, (331.115 B636w 1973)1973. The best single book about the nuts and bolts of job-hunting, interviewing, etc.

The College Placement Annual. (371.425 c686) An annual publication by the College Placement Council, Inc., which covers all the basic things you'll need to know as you look for a job; this should be one of your basic job-hunting tools.

College Placement Council, **Are You an Occupational Ignoramus?** A lively and handy booklet available from the Placement Office.

Encyclopedia of Careers and Vocational Guidance, (331.7 En19 1972) 2 vols., 1972. The first volume contains several useful general essays on career planning. The most interesting section, however, is about 400 pages describing 71 career areas from the advertising business to truck transportation; it's the best place we know of to find out what kinds of jobs there are and generally what those jobs involve. Volume II is devoted entirely to more detailed descriptions of approximately 650 specific occupations; the descriptions cover what the job involves, what it pays, how to train for it and where to write for more information.

Newell Brown, **After College . . . What? A Career Exploration Handbook**, (331.702 B814a) 1968. A little dated, but still interesting. It has a list of common fallacies.



Drama, Dance Department Schedules

American Theater Lecture Series

A series of evening lectures and panel discussions celebrating the development of the theater in America from colonial days to the present has been scheduled at Mary Washington College. The first session was held Wednesday, January 14, at 7:00 p.m. and featured a lecture on theater in colonial America.

The fourteen weekly programs, sponsored by the MWC Department of Dramatic Arts and Dance, will be held on

Wednesday nights beginning at 7:00 p.m. throughout the remainder of the semester. Most of the programs will be presented in the auditorium of Monroe Hall. The sessions, which will include readings and workshops, will be open to the public without charge.

The schedule for "The American Theater: A Celebration" reads January 21, "The Grand Style—American Actors, Producers, and Playwrights of the

Nineteenth Century"; January 28, "Genesis of the American Musical Theater"; February 4, "Flood Tide of the American Musical Theatre"; February 11, "Major American Playwrights: Williams, O'Neill, Miller, Albee, and Others"; February 18, "U.S.A. by John Dos Passos," a staged reading of this brilliant, evocative work; and March 3, "Who's Afraid of Virginia Woolf? by Edward Albee." A staged reading of Albee's most famous play; March 17, Great American Actors and Actresses: A Panel Discussion"; March 24, "American Films and Film-Makers: A Panel

Discussion"; March 31, "Dance and Dancers in the American Theatre: A Panel Discussion"; April 7, "To Be Young Gifted and Black by Lorraine Hansberry." A staged reading offering insights into the life of a playwright; April 13, workshop in Theatre Production conducted by Dennis DaLuiso featuring a tour of Klein Theatre backstage and a visit to a rehearsal of "Belvidera." This group will meet in the lobby of duPont Hall; April 21, "Acting Workshop conducted by Neil Howard"; April 28, "New Directions in the American Theatre."

Guano

MWC Tomorrow

by Pud Jones

Well here it is, girls, another report on the good 'ol class of '76. Seems like only yesterday we were complaining about having tests, papers, and remembering to take our birth control pills. Oh well, we know now how easy we had it at good 'ol MWC!

I've heard from Roberta Wymann, now Mrs. Sam Cozowski. She's already had one bundle of joy and has another in the oven! Good work, Bobbi! Our own Freda Steinenhoffer, founder of MWC's chapter of NOW, recently married Pat Bigman, who's in charge of the greater Roanoke area FBI headquarters. Lucky Freda! She snagged a good one! Ima Hogg is getting her masters in remedial reading this June, she's at the University of Wyoming, if you remember. No hubby yet, but she's working hard! We all send our best wishes, Ima, and God bless!

Speaking of grad school, Poochy Goomba recently got her degree in underwater basket weaving, she'll be leaving our beautiful state in a few weeks to practice her rare talents. Good-bye, Poochy, we'll miss you!

Good News!! Mrs. Marianett Jugs Longhale Arnsnot, a 1924 graduate of our College, died last week (that's not the good news!) and left us \$97,324.19 to be used for scholarships. Womens' scholarships, that's the good news! Thanks a lot, Marianett!!

Poopsy PoBah and Tammy-Wynette Junebug are living in Juneau, Alaska, studying the variations of snow fall in a six meter area. Here's hoping their electric blanket doesn't quit!!

Doodle McBrundy got a federal grant last month to continue her studies of "the wandering ways of the Monarch butterfly," a topic we all know she excelled in while she was here.

Muckluck Bergerstein recently gave birth to quadruplets. Golly, Mucky, you sure must have your hands full!!

Well, friends, my husband, Bermuda Bonehead, is due home soon, and he's a real bear when it comes to having his supper ready on time, so I better leave for now. Take care, and keep in touch!!



Players Select New Name

The mythical muses, Thalia, Melpomene and Terpsichore, have finally found their niche at Mary Washington College in Fredericksburg. The school's theater troupes, the Mary Washington Players, has voted to combine the three Greek muses and honor them, collectively, by renaming their organization The Tri-Muse Society. Thalia was the muse for comedy, Melpomene for tragedy and Terpsichore was the muse for dance.

The name was changed to more accurately reflect the diversity of the club. The Departments of Dance and Dramatic Arts have recently been incorporating dancers more fully into the organization.

The former name, Mary Washington Players, had been in effect since 1938,

when courses in drama were first separated from the English department and the College began to offer a minor in the dramatic arts. The Department of Dramatic Arts and Dance now offers one of the 30 established major programs at the College, and its theater group, which has included area residents as well as students and faculty of the College, has presented three or four full-scale productions each year since that time.

Their productions so far this year have been "Arsenic and Old Lace" and "Anything Goes" and the upcoming schedule includes Tennessee Williams' "Night of the Iguana" and a special Bicentennial production of "Belvidera," a play about colonial Fredericksburg written by Roger Kenvin, chairman of the Department of Dramatic Arts and Dance.



★ YELLOW CABOOSE ★

WEEKLY SPECIALS

Tuesdays: Steak Nite

6 oz. Rib eye, unlimited salad from our salad bar, baked potato and roll. \$2.39

Wednesdays: Half Price Nite

Any large or medium pizza. 1/2 price

Thursdays: Pasta Nite

Lasagna dinner. \$2.50
Spaghetti dinner. \$1.99
including: one glass of wine, beer or other beverage
unlimited salad
spumoni dessert

Sundays: Chicken Day

All the chicken you can eat, including unlimited salad, baked potato and roll. \$2.85



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THE RIGGED

THE CAPTAIN

THE SHUGGLER

THE GASTRO



George C. Scott

A ROBERT WISE PRODUCTION

"The Hindenburg"

Biology Department Offers Summer Marine Course

by Suzi Ramzy

For the eighth consecutive year, Mary Washington College will sponsor a summer course in marine biology at Sting Ray Point at the mouth of the Rappahannock River. The six week, six credit course, based at the Cross Rip Camp in Deltaville, Virginia, annually provides twenty students the opportunity to study marine organisms in their natural habitats, with emphasis on their ecology, phylogeny and behavior.

According to Dr. Anna Scott Hoye, owner and operator of the 20-acre camp, the classroom laboratory at Cross Rip is equipped for microscopic study, chemical analysis, gross dissection and observation of living material in salt water aquaria. Housing is provided at the camp for all participating students.

The instructor for the course, which begins May 24 and runs through July 2, is Dr. William Pinschmidt, a professor of biology at Mary Washington College. Included in the curriculum for the fully-accredited course are field trips in camp boats for seining, dredging and trawling in the Chesapeake Bay and its tributaries.

Enrollment in the specific course is open to all qualified persons, and, though a majority of students have come from Mary Washington College, participants have attended from colleges and universities throughout eastern United States. The only pre-requisite for the course is first year biology or the equivalent. High school graduates who had taken advanced biology as seniors are also accepted to the program.

Crossfire

Zionism: UN's Anti-Semitism

By Mike Mello

Zionism is the movement aiming to establish in the Land of Israel an autonomous Jewish home or state . . . With the establishment of the state of Israel, the political attained.

—Zionism as defined in *The New Jewish Encyclopedia*

The United Nations, after recently rejecting by a very close vote a resolution to expel Israel from their world organization, last month voted to declare that Zionism, the driving force behind the establishment of Israel in 1948, was a racist ideology. The effect of the resolution, which was sponsored by the Arab nations with the support of the Communist bloc and Third World countries, will be to further weaken Israel's already tenuous position in the U.N., and further, since to many people, Zionism and Judaism and synonymous, the resolution is an international sanction for anti-Semitism. That Zionism is not racist is so obvious and so much has already been written on the subject that anything I could say here would be redundant. What I will attempt here is to place the U.N.'s most recent resolution within this proper historical context to show that it was the inevitable end of a U.N. policy followed for the past 25 years that has systematically ruled against the aspirations of the Jewish State. Just thirty years after the horrors of Buchenwald and Auschwitz were made known to the world, a new chapter is being written in the 6,000 year annual of discrimination, defamation, pogroms and outright genocide.

To the U.N., Israel, and before it, Palestine, has always been an annoyance. It grudgingly gave the Jews their state—in a de jure sense—in 1947 when it partitioned Palestine. But from that day forth, the small state, surrounded on every side by enemies sworn not only to overthrow her government, but dedicated to the physical extermination of her people, has stood virtually alone. The U.N. sent in no peace-keeping force (as it later did when South Korea was invaded) to ensure that its mandate was followed. Only a miracle allowed the 50,000-man Jewish army to hold off the six Arab armies of several million well armed and equipped men that swept across her borders. The world's message to the Jews was clear: if Israel can survive alone, fine. If not, also fine. Israel emerged from the War of Independence intact, but peace was a long way off; the borders of the young state were long (600 miles) and her enemies still unreconciled to her existence. Denying recognition to the Jewish State, they sealed off the borders they shared with it. They refused to honor Israeli visas. In addition, they imposed an economic blockade, which was most effective in the Suez Canal and Gulf of Aqaba. Egyptian artillery insured that for seven years not a single ship would call on Israel's port of Eilat. All were in violation of international law, yet the U.N. remained silent.

This attempt to isolate the country, to starve it, was not enough. Before the ink on the 1949 Armistice was dry, Arab fedeyeen gangs became organized enough to execute a full scale terror campaign. By 1952 the number of border incidents totaled 3,000; once again Jews were murdered in their homes, on their roads, in their cities. In 1955 alone the fedeyeen killed 400 people—including

many children—and wounded close to a thousand. The total number of "actions" raids neared the 12,000 point.

Several actions by the Arab nations once again precipitated war. Czechoslovakia settled an arms deal with Egypt which gave the latter a vast war-making potent.

Any doubts of Egyptian intents were quelled, in October 1956, by the unification of the Egyptian, Syrian, and Jordan military high commands. In response, Israel launched a preemptive war that removed this latest threat to her existence. The Sinai campaign broke the ring of Arab encirclement, destroyed large concentrations of arms, and eliminated terrorist bases in the Gaza and Sinai, raised the blockade of the straits of Tiran. Only then did the U.N. react, just long enough to deliver a fierce condemnation of Israel's "aggression." The same cycle was repeated in the Six Day War in 1967. And since the Six Day War there has been an even further erosion of Israeli and Jewish support throughout the world.

The U.N. has failed to even once condemn armed attacks on Israel by the Arab States as a violation of international law. It remained silent when, on November 22, 1968, twelve Jews died when a Jerusalem market was bombed. It remained silent when on February 21, 1969, two more people were killed when another explosion ripped the capitol of Israel. It remained silent when fourteen Jews were killed on March 3, 1969, in the sabotage of a Swissair airliner. It remained silent when an Israeli school bus was rocketed on May 22, killing 8 children. It remained silent when, on July 8, 1971, two Jews were killed by an Arab-launched rocket. It remained silent when 3 gunmen hired by the PFLP sprayed Lod Airport with machine gun fire on September 3 killing 26 and wounding 78. Bombings, hijackings, murders—man silence from the World Court.

However, on August 10, 1973, a Lebanese airliner, intercepted by Israeli jets, was forced to land and her passengers were detained for several hours. The object of this compulsory landing was to capture 4 members of the PLO suspected of planning and executing assorted terrorist activities, among them the murder of 11 Israeli athletes at the 1972 Olympics, the mailing of letter bombs to Israeli officials throughout the world, and numerous aircraft hijackings. Yet the U.N. chose to condemn Israeli for "a serious interference with civil aviation and of the charter of the United Nations." Israel was further warned that "if such acts are repeated the Council will consider taking steps to enforce its resolutions."

When 70,000 Egyptians crashed through the line held by 400 Israelis at the Suez Canal in October 1973, the U.N. did not react. Only three days after the surprise attack, when Israel began to push the Arabs back, and the world started to stir uneasily, did the United Nations mumble. And when a clear defeat for the Egyptians and Syrian armies and their Soviet suppliers was inevitable, the world demanded a cease-fire. Arab and Soviet Ambassadors had mocked Golda Meir when she asked for a cease-fire on the first day.

As the Arab Nations turned off their oil spigots, one nation after another abandoned Israel. England embargoed spare parts for her Centurian tanks; France shipped tons of materials to Libya; in the face of massive Russian rearmament of the Arabs, allies of the United States, including Britain, France West Germany, Spain, Italy, Greece, and Turkey, refused to allow arms destined for Israel to pass through American bases on their soil or to fly within their air space. The Bonn Government vigorously protested the loading of an Israeli ship in a West German harbor.

The terrorist actions continued. April 1974: Quirayat Shemona, 18 Israelis killed and 15 wounded. May 1974: Ma'alot, 26 dead. December 1974: Bret Shean, 3 dead. The U.N. reacted by allowing the man most responsible for this past decade of terrorism, Yassir Arafat, to address their Assembly.

Therefore, it should come as no surprise that the United Nations should condemn Zionism as racist, that they should imply that Arabs under the government of Israel are discriminated against, even though more than half a million Arab citizens in Israel are enjoying full "religious, social, cultural, political and economic rights" and a standard of living higher than that of their brothers in the Arab States. Compare this, too, with the virulent, violent, state-supported anti-Semitism in all of the Arab Nations. Yet the Zionist Government of Israel is the racist.

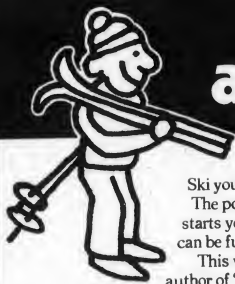
But to the American Jew, identification with Zion is overwhelming. Zion is home; Zion is roots; Zion is heritage; Zion is identity. Any how the U.N. has denounced the essence of the movement as Racist. It has declared that the leaders of Israel have created a racist state. How is this to be received by Jews everywhere; how is it to be received by governments that in the past have exhibited anti-Semitic tendencies? It is not too farfetched to compare this resolution with the Protocols of Zion and Mein Kampf as a document to stimulate anti-Jewish sentiments.

The resolution will accomplish nothing, except to undermine the already low view of the U.N. in Israel and to encourage Yassir Arafat and his type. It will do nothing to stabilize that area of the world which has experienced four major wars in the past two and one-half decades. Peace will come only when Arabs everywhere realize that Jews are just as indigenous to the Mid East as they are, that it is right and just and inevitable that there be a Jewish Homeland there. There is plenty of room in the area for Arabs and Jews to live together side by side.

"Jews and Arabs are indeed closer than cousins; they are linked by a common ancestor—Shem, the eldest of Noah's sons—by culture, land, and custom. The hostility of the Arab world to the Jews of Israel is one of the great tragedies of mankind. It must not be allowed to continue; salam and shalom must once again return to their identical meaning."

There are petitions, circulating throughout the campus urging the retraction of the U.N. resolution. I urge every student and faculty member to show their support by signing this petition.

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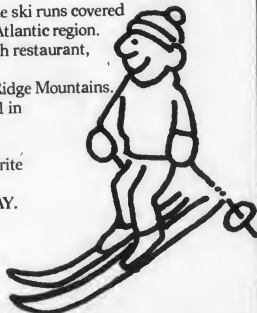
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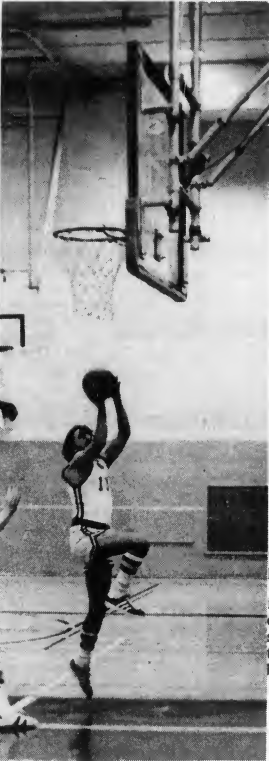


MWC Men's Basketball Team Meets Bluefield, Falls 71-100

by Paul Scott

Unable to contain Bluefield College's outside shooting and break their effective 1-3-1 press, the MWC men's basketball team fell Tuesday night, 100-71.

MWC established an early lead behind the balanced shooting of Wally Scott, a 6'5" sophomore from Fredericksburg, and Glen Markwith, a 5'9" guard from Colonial Beach. Scott and Markwith finished the night with 17 and 16 points respectively.



—photo by Don Wolthuis

Junior "puts it up" scores.

Bluefield then switched to a 1-3-1 defense that MWC never effectively countered. Unable to pass inside to Scott for short-range jump shots, MWC's offense sputtered and nearly stopped, leaving the court of half-time with a seven point deficit.

The second half brought additional woes to MWC as they were beleaguered with 12 turnovers. Bluefield extended their lead to 29 points at one time, cut to 13 late in the game, before both teams began to substitute freely.

MWC brandishes a 2-3 record going into Thursday night's contest with a talented Calhoun Engineering team. Earlier in the season, MWC defeated Calhoun 94-86.

Leading scorers for MWC after 5 games is Scott with 88 points, followed by Markwith's 65, and Tommy Vandever's 52. Scott also leads the team in rebounds with 53 followed by 6'4" Barry "Master" Seville's 48, and 6'3" Vandever's 23.

Coach Marshall Bowen comments, "This team is the best basketball material ever seen in Goolrick Hall. Bluefield, before Tuesday night had played 15 games compared to our 4. That and a coaching mistake made the difference." Bowen adds with a smile, "We're going to surprise a lot of people this year."

MWC looks to returning players for

next years nucleus, since only three men will be lost to graduation: star guards Markwith and Gary Danley, a 5'9" bundle of energy, leading the team in assists, and 6'6" Emmett Snead, a power rebounder with an accurate outside shot.

Returning will be freshmen guards Vandever, Keith Littlefield (the quickest man on the team), Robert "Bob" Graves and Mike "2-minute" McGuire; a freshmen forward Surles, Cameron "the Doctor" Thompson, and Paul Scott (sidelined with a broken leg); sophomore guards Ron Wilkins and super-sub Paul Jackie; and high-point man and leading rebounder, sophomore, Wally Scott.

Men's Basketball Schedule

Mon. Jan. 26	U.S. Naval Weapons Laboratory	H 7:30
Thur. Jan. 29	Germanna Club Team	H 9:00
Fri. Feb. 6	Washington Bible College	A 7:30
Sat. Feb. 11	Strayer College	A 7:30
Sat. Feb. 14	Radford College	A 8:00
Mon. Feb. 16	Bluefield College	A 7:00
Thur. Feb. 19	Germanna Club Team	H 7:00
Sat. Feb. 21	Luther Rice College	A 2:30
Fri. Feb. 27	U.S. Naval Weapons Laboratory	H 7:30

Swim Team Claims Titles

by Alix Grimm

The MWC swim team traveled to Farmville, Virginia on Tuesday afternoon January 20 to challenge Longwood College. Despite six first places, however, MWC lost 48-64.

Freshman Kathy Bowdring and senior Phyllis Quinn were MWC standouts, capturing first place in individual events.

Bowdring claimed first place in the fifty yard freestyle event with the time of 0:27.4 seconds and clocked 1:18.0 to take first place in the 100 yard backstroke.

Quinn won both the 100 butter-

fly at 1:14.5 and the grueling 400 yard freestyle at 4:53.4.

In addition to these wins, MWC took first place in the medly relay event as Lisa Rauch, Pam Reynolds, Bowdring and Quinn clocked at time of 2:16.0.

MWC's Debra Dawson, Rauch, Bowdring and Quinn also won the freestyle relay event with the time 2:04.0.

"There was no diving competition," commented Coach Miriam Greenburg while adding, "but Longwood just had a stronger team — we simply lack depth."



—photo by Don Wolthuis

Time out — Coach Bowen and Wally Scott discuss their strategy.

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Each year up to eight \$2,200 full-tuition fashion fellowships are awarded by the Tobe-Coburn School for Fashion Careers in New York City to senior men and women graduates from four-year colleges before August 31 and January 1. Now in its thirty-ninth year, this widely-known school of fashion retailing and promotion will make its annual awards this spring. Each Fellowship covers the full tuition for the one year

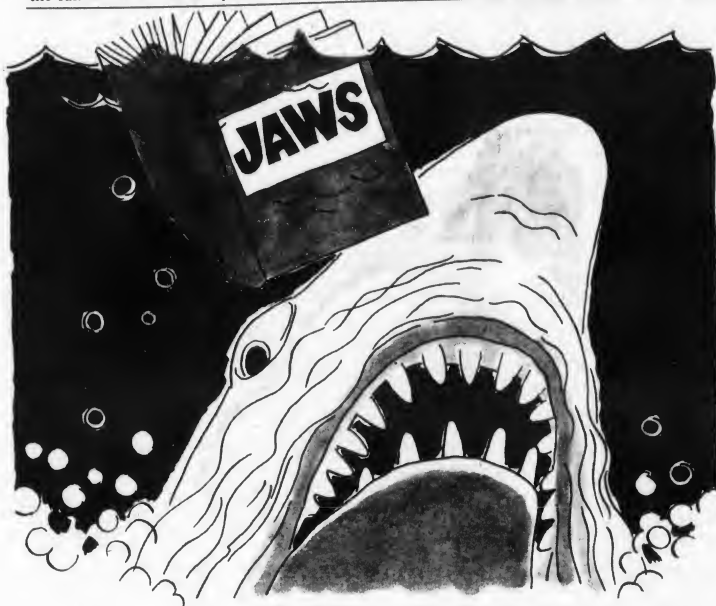
course, which grants an Associate Degree in Occupational Studies (A.O.S.) authorized by the New York State Education Department Board of Regents and an accredited member, National Association of Trade and Technical Schools (NATTS). Fashion fellowships are granted to encourage promising college graduates to enter a profession which offers unusual opportunities for advancement

to well-trained people. Graduates hold a wide variety of executive positions in merchandising, advertising, fashion coordination, on magazines or newspapers and as owners of their own shops. The School maintains an active lifetime placement service for its graduates. Ten full weeks of paid work in top department or specialty stores and other organizations provide on-the-job experience, an exciting

supplement to classroom training. New York City, the center of fashion, provides the broad background for the carefully organized One Year Course, planned to equip its graduates for executive positions in the fashion field. Close contact with the fashion industry comes through frequent lectures by well-known fashion personalities plus visits to manufacturers, buying offices, fashion shows, museums and

through social events.

Seniors may secure fashion fellowship registration blanks from the Placement Office, ACL 301. Registration closes February 15, 1976.



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